

# Virginia Transition Outcomes Project



Educated Employees -

Virginia's Goal for Transition Services

## Opportunities and Commitments

**The project affords the following opportunities for participants in the project:**

- Participation in training led by state, local and nationally recognized presenters;
- Resource materials to supplement the training and to support school site development;
- Opportunities to network, problem solve and share success, resources and effective approaches with others throughout the state; and
- Acquisition of new strategies for meeting the transition requirements of the IDEA.

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**The Virginia Transition Outcomes Project seeks to involve a number of participants in the project in order to:**

- Increase the understanding about transition in the IEP process among key stakeholders who can play an important role in transitioning youth to post-school outcomes;
- Help schools connect with representatives of other agencies who can provide transition services for their students; and
- Promote a coordinated set of activities and strategies within the IEP process for transitioning youth.

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**Commitment of Virginia Department of Education:**

- Payment of substitutes for teachers for training and for evaluations in other LEAs (subject to certain limitations).
- Provide of ongoing technical assistance, training and follow-up throughout the year.
- Assist with organization of evaluation teams to review the documentation of secondary transition requirements in the schools.
- Assist with compiling, analyzing, and summarizing the findings from the file reviews.
- Organize and facilitate the initial meeting, and the meeting to report the findings from the IEP file reviews.

- Provide travel, lodging and meals at the Fall 2004 training.
- Provide information on best practices.

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**Commitment of School Divisions:**

- Form a school team that includes school counselor(s), administrator(s), the School-to-Work coordinator (if you have one), and all special education teachers who write IEPs for students 14 years and older.
- Participate in Fall 2004 training that will include (a) information and clarification of the transition requirements and (b) an explanation of how IEPs will be evaluated as part of the project. Those people who attend will learn how to evaluate IEPs for compliance with the transition requirements.
- Allow time for the school team to review the results of the transition baseline collected in your school and to develop strategies for improvement.
- Provide travel expenses for meetings after the initial training in Fall 2004.
- Identify other partners who might provide support to transition IEP teams and include them in project activities (i.e., general educators, parents, other agencies such as CSB, DRS, CILs).
- Set goals and develop strategies that will lead to improved post-school outcomes for students with disabilities.

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**Commitment of Other Partners (DD, VR, Higher Ed.):**

- Allow one or two staff members to participate on a transition planning team in a school district in your region.
- Allow time to review the results of the baseline information and develop strategies for improvement.
- Willing to be involved with school districts in improving transition outcomes for students.
- Pay travel expenses for meetings, if needed.